SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	6

Standards Relating to Knowledge of Language

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Vary sentence patterns for meaning, reader/listener interest and style.
    b. Maintain consistency in style and tone.

Knowledge of Language: Relevance and Essential Questions: What's the point?

Essential Questions *(Drive Intellectual Curiosity-The Hook)*	Big Idea Statements *(What students need to discover)*
How do we read, speak, listen or write correctly so our audience understands what is being said?	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Learning Progression: Knowledge of Language   (6.L.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year

5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
    b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	    a. Vary sentence patterns for meaning, reader/listener interest, and style.
	    b. Maintain consistency in style and tone.
		7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
6.L.3 ● Recognize and use a variety of sentence patterns ● Identify and use appropriate language to address audience ● Recognize and use a consistent style ● Recognize and use a consistent tone ● Knowledge of conventions	**6.L.3** A variety of sentence patterns can evoke interest and meaning to the reader. Style and tone should be consistent. Use conventions.	**6.L.3** Students will understand how language can be used to convey specific meanings or particular effects to the reader. One way students may approach this standard is by experimenting with varying sentence patterns for meaning, reader/listener interest, and

ELA Unpacked Standards 2018

		style.
		Demonstrate consistency in style and tone throughout writing.

Student Friendly Language

6.L.3
I can use my knowledge of the English language and proper conventions when I read, speak, write or listen.
I can differ my sentences to help me clarify my meaning, to promote better interest from my readers/listeners, and to show my own writing style.
I can show consistency in the style and tone of my writing.

Key Vocabulary

6.L.3
- Sentence variety
- Tone
- Style
- Voice

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

We need to learn how to do this in order to keep the interest of the reading through consistency in writing. It is very important because future employers are looking for effective writing skills in their employees. Communication skills are imperative in a global world and being able to write and communicate is essential.

Resources

https://doe.sd.gov/octe/ELA-resources.aspx

ELA Unpacked Standards 2018

Achievement Level Descriptors

Knowledge of Language:

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Vary sentence patterns for meaning, reader/listener interest and style.
    b. Maintain consistency in style and tone.

Level 1	Level 2	Level 3	Level 4
While reading grade-level texts and writing/revising texts, students should be able to • Minimally identify connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings; and minimally interpret intent of figurative language and use of literary devices. • Use, with significant support, basic language and vocabulary and an emerging style appropriate to the purpose and audience.	While reading grade-level texts and writing/revising texts, students should be able to • Partially determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings; and partially determine or interpret intent of figurative language and use of literary devices. • Partially use, with minimal support, some precise language and vocabulary and develop style appropriate to the purpose and audience.	While reading grade-level texts and writing/revising texts, students should be able to • Determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings; and determine or interpret intent or impact of figurative language and use of literary devices. • Adequately use a broad range of precise language, vocabulary, and style appropriate to the purpose and audience.	While reading grade-level and higher texts and writing/revising texts, students should be able to • Thoroughly determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings; and evaluate or interpret intent or impact of figurative language and use of literary devices. • Thoroughly use an extensive range of language, vocabulary, and effective style appropriate to the purpose and audience.

ELA Unpacked Standards 2018